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ABSTRACT

This framework provides the basic structure for child learning and for teaching strategies for reading development in all public schools in California. Within the framework are provisions for diversities of language and cultural background to meet the individual needs of students. Part one, "The Student and the Reading Process," is directed toward the student, his competency in the English language, and his native linguistic background. Information is also included concerning language and reading instruction, with emphasis on the influences and interferences of languages other than English. Part two, "Program Planning and Development," includes background information for reading instruction with emphasis on approaches to reading instruction, reading abilities and their application, forms of assessment, and types of evaluation. Part three, "Development of Staff," identifies the roles of various personnel involved in providing and supporting the reading program. (HOD)

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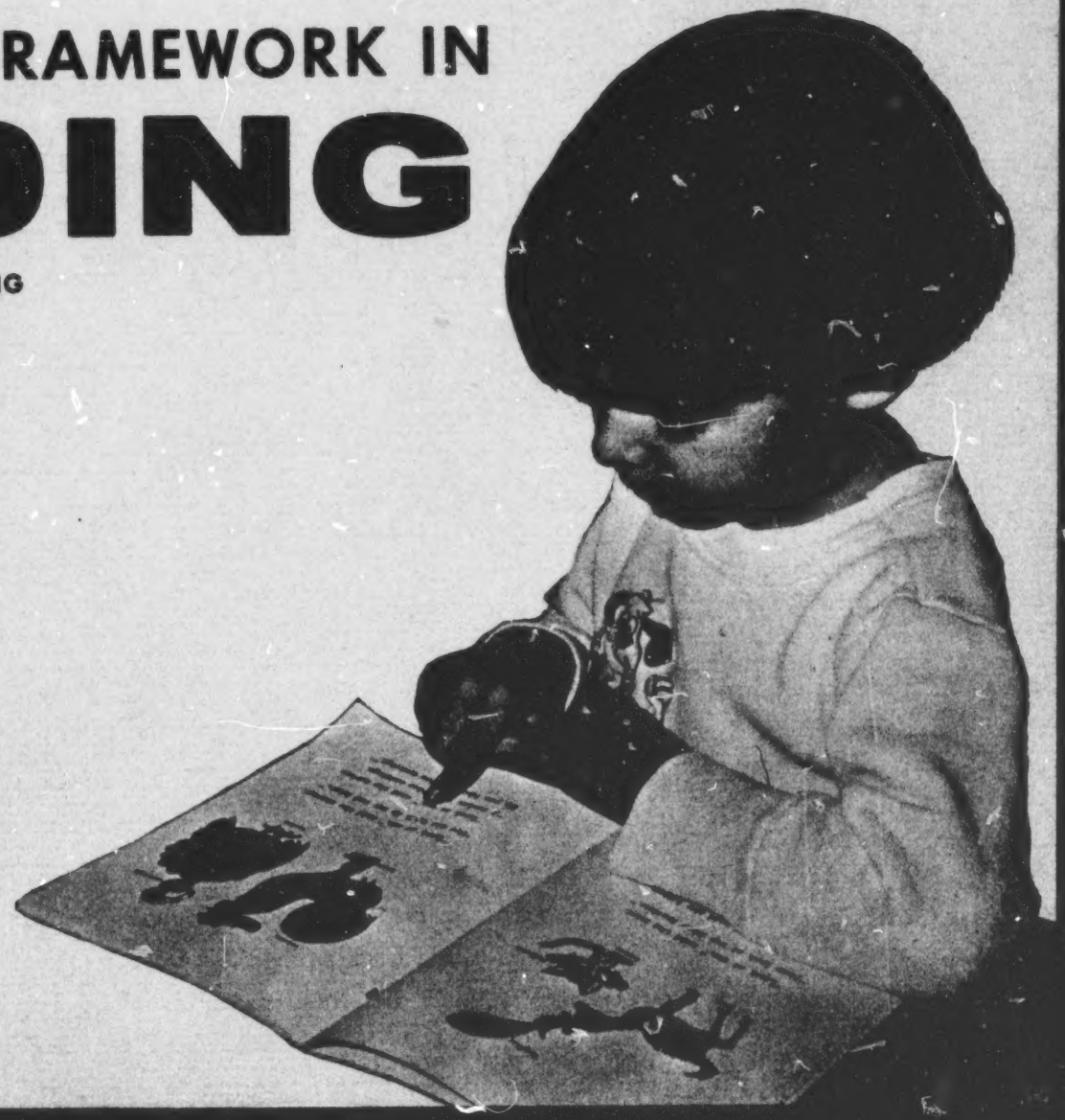
GUIDELINES FOR FRAMEWORK IN READING

A synopsis of the FRAMEWORK IN READING



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PURPOSE — This publication provides an overview of the FRAMEWORK IN READING, K-12, adopted by the California State Board of Education in April, 1973, for all public schools in California.

The intent of this publication is to make available to teachers of reading a brief synopsis of the content of the FRAMEWORK IN READING for use as an outline when planning for implementation of the reading program and the basic document.

FOREWORD

The FRAMEWORK IN READING, K-12, for California public schools provides the basic structure for child learning and teaching strategies for reading development in all public schools in California. Within the framework are provisions for diversities of language and cultural background to meet the individual needs of all children.

The Framework is divided into three major parts:

Part One: The Student and the Reading Process is directed toward the student, his competency in the English language, and his native linguistic background. This section also includes information concerning language and reading instruction, with emphasis on the influences and interferences of languages other than English.

Part Two: Program Planning and Development includes background for reading instruction with emphasis on approaches to reading instruction, reading abilities and their application, forms of assessment, and types of evaluation.

Part Three: Development of Staff identifies the roles of various personnel involved in providing and supporting the reading program.

INTRODUCTION

The act of reading is the process of discovering meaning in written language. Meaning comes from an interaction of the reader's experiential background and language competencies with the written message of an author. It is a complex process that begins with decoding written language and is influenced by the reader's language and experience, attitude and motivation, sensory perception, and comprehension abilities.

Attitude is an important dimension in learning to read. Successful experiences with interesting materials foster the development of a desirable and positive attitude.

Facility in the use of oral language is basic to success in reading and in communicating with others. The more fluent the use of oral language, the more successfully one's ideas relate to other people.

Comprehension is another dimension of the reading process. The act of comprehending encompasses the understanding of the interrelationships of sounds and symbols, together with the attachment of meaning to these sound-symbol combinations. The purpose is always to establish a relationship among sound-symbol combinations, the internal language of the reader, and the language of the writer. Without comprehension there is little reason for reading.

Although the role of reading changes, it continues to provide a bridge between the individual and the world of ideas. Without the necessary reading skills, the individual very often cannot succeed in the things he attempts to do. Reading, then, is not only a requirement for success at all levels of education, in many avenues of work, and in finding personal satisfaction in life, but also is vital to the health of our society and our republic.

PHILOSOPHY, GOALS, AND OBJECTIVES

PHILOSOPHY

Instruction in reading in all public schools in California shall include

Experiences that will

- enable each individual to become proficient in the use of reading skills to the highest level of his ability based upon his own learning strengths, regardless of grade placement, age, achievement level, intellectual potential, interests, aptitudes, sex, social maturity, or ethnic, cultural, or racial background
- provide a variety of learning resources and materials to meet divergent needs
- develop a lifelong appreciation and interest in reading

Teachers who are

- competent in the field of teaching reading and who have adequate knowledge of the developmental sequence of reading skills
- understanding and friendly and who recognize the different ways through which children learn

GOALS

The goals of reading instruction in all public schools in California should include experiences for pupils that will develop

- decoding skills for the skillful use of tools needed for unlocking and identifying unknown words
- comprehension skills for increased power in thinking through practice literal, inferential, and critical reading
- abilities, tastes, and interests that will foster each individual's personal satisfaction in reading and a better understanding of himself and others
- an imagination that is broadened beyond the confines of the pupil's world through exploring literature
- the ability to question, to reason, and then to act creatively, both independently and as a member of a group
- an understanding of how to use reading as a medium for learning in a variety of human endeavors and how to integrate reading with other areas of learning
- a positive attitude and commitment toward lifelong learning

PROGRAM OBJECTIVES, K-12

The objectives for reading instruction in all public schools of California should include experiences for pupils that will provide opportunities to

- experience personal satisfaction and rewards through the reading process
- search for knowledge through reading, voluntarily seeking a variety of reading experiences that most effectively match the student's maturity and interests as well as assuring further progress in the educational program
- select relevant ideas from material read, modify those ideas as a result of other reading and of personal experiences, and organize the resulting new ideas for effective use in critical and creative thinking and communicating
- discuss material read, stating personal interpretations, understanding the varying interpretations of others, and modifying original interpretations when appropriate
- identify letters, numerals, and common symbols and words
- decode words by applying the skills of phonetic and structural analysis as well as contextual clues
- relate the vocabulary learned from materials read to concepts gained from reading, listening, viewing, and other sensory experiences
- relate words in print to oral language and explain their meaning in a particular context by using such aids as accent and diacritical marks, morphemic units, and definitions in a dictionary of the appropriate level
- apply an understanding of syntax necessary to the reading process by arriving at the meaning of material read
- read orally in their own dialect, using grammatical and typographical signals as an aid to the discovery of meaning
- explain the main idea differentiating it from the supporting ideas
- follow a set of directions in materials written at the appropriate level
- identify the sequential order of events as they occur, as well as the order in which the events are reported in the material read, and explain any change of meaning or effect that results from the difference
- arrive at a general principle, hypothesis, or generalization after reading details
- infer ideas not explicitly stated in material read
- anticipate ideas while in the process of reading
- distinguish between statements of fact and opinion in material read
- evaluate an author's bias or fairness in treating a particular subject
- perceive the organizational structure of what is read by understanding its overall design, identifying its major divisions, and recognizing the transitions from one part to another
- recognize the meaning and effect of material read through the author's use of such devices as figurative language, imagery, symbols, concrete language, abstractions, connotative associations, sound patterns, and rhythm
- locate specific information on a given subject by using such references as an index, table of contents, atlas, encyclopedia, and dictionary
- grow in ability to apply reading to the tasks of each of the subject areas
- pursue the same idea through more than one medium
- read general material at a rate sufficient to complete reading tasks within a reasonable time and to achieve adequate comprehension for the specific task; skim material rapidly to gain a general overview; scan material quickly to locate specific information; and adjust reading rate to the purpose for reading and to the type and difficulty of material

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PART 1 THE STUDENT AND THE READING PROCESS

The Student

Each individual student has certain basic needs, although some are specific or unique to a particular student and some are general in nature, they are all basic needs. The success of each learner in the reading process is based upon the fulfillment of his basic needs. Thus, the needs of each student deserve serious consideration in order that the individual may achieve maximum success in the reading task.

Some rights and needs of students are

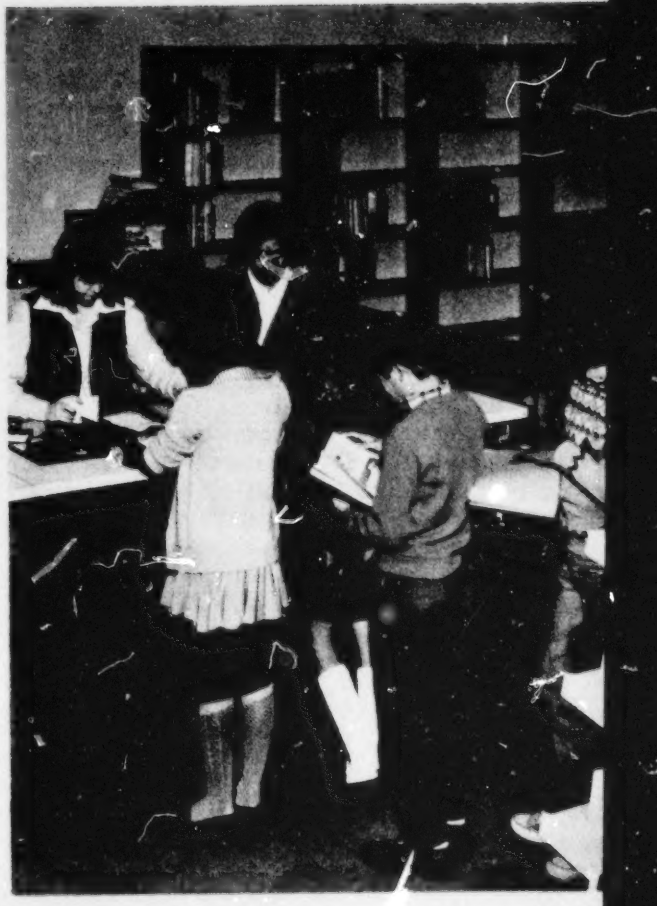
- to be respected and understood
- to learn to use the English language
- to participate in an instructional program in learning to read that will expand and extend personal learning capabilities
- to become proficient in the use of decoding, comprehension, and work-study skills
- to develop the ability to read at a pace and in a manner consistent with individual abilities, strengths, and differences
- to enjoy learning and reading and to discover that they are useful

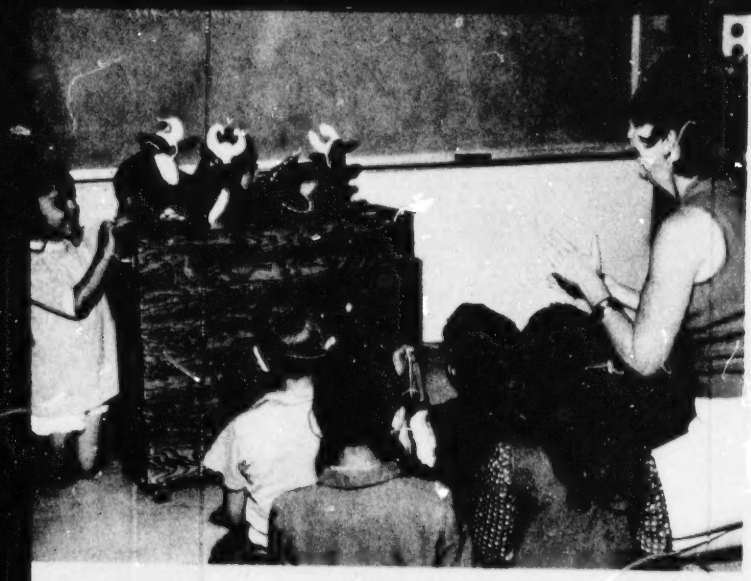
In recognition of these basic rights and needs, students, as well as teachers, should be actively and cooperatively involved in assuming the responsibility of

- respecting differences in language and life style among teachers and peers
- accepting peer pressure while maintaining personal integrity
- seeking and accepting opportunities to increase communications
- reading different kinds of materials about a wide range of subjects
- assessing their individual progress in reading

The Student, Language and the Reading Process

Reading is a component of the total language process. All aspects of language involve communications, either through producing or receiving messages. The purpose of reading is to provide the individual with a means for receiving, understanding, and transmitting communications. Speaking, listening, reading, and writing are all means of communication through language. These are the basic avenues for relaying information during the day at school.





Language and the Preschool Child

The preschool years are a critical time for language growth in the child. These are the years that provide the foundation in language usage and concept development needed for success in learning to read.

At each stage of language development, children internalize a set of language rules that govern their language. By the time they are speaking in three- or four-word sentences, they are producing sentences they have never heard before. An important motivating device to children is their social need to communicate and interact with adults and other children. As they develop, children constantly extend and expand their language so that when they enter school they are speaking their language within the organization of the rules that are a part of their dialect.

As children enter school they not only grow in their ability to use their own language, but each one also begins to expand his understanding and use of his own dialect to include the dialect of the school community. As this growth takes place, readiness for reading and the beginning process of reading itself are also developing.

Language, Reading, and the Elementary School Child

Many complex aspects of the development of language are generated in the early years in school. These aspects continue to grow and expand regardless of the instruction received. As the child becomes proficient in his language, he increases his vocabulary and enlarges his concepts; these provide the foundation for learning to read. Learning to read is one component of language that is the responsibility of the school. The development of the skills of learning to read and understanding what is read receive major emphasis at the elementary level.

Language, Reading, and the Adolescent

The most evident aspect of the relationship between experiences and cultural language change is seen in teen-age language. Adolescents show in the dynamic quality of their language that they are the members of society most involved in cultural change. The dialects of the surfer, the motorcycle buff, the pop music enthusiast are examples of this dynamic quality.

This language background serves as a foundation for the teacher to build upon in further developing the reading skills learned during the elementary years. More time is devoted to mastery and use of reading skills in content areas.

Students and Their Language Communities

Students share many qualities that make them alike. At the same time, students who belong to a variant language or dialect group bring to school qualities of language unique to their own linguistic background. Effective instruction in reading must be based, in part, on the composition of the language community. Because of their influence on success in learning to read, four communities with different linguistic backgrounds are noted. Each one has unique linguistic characteristics of which teachers should be aware and to which consideration should be given when planning for language and reading instruction.

- students who speak a language other than English, but live in a predominantly English-speaking community
- students who speak a language other than English and live in a community where most people speak this same language
- students who speak a dialect of American English that is different from the language of most other students at their school
- students who speak a dialect of American English that is very similar to that of most of their fellow students and the teacher

The unique aspects of each of the four types of language communities need separate understanding in order that appropriate reading and language materials and experiences may be prepared and/or provided. Although all language is governed by rules, each separate language is governed by a specific set of rules, some of which may not be the same as those for the English language. An understanding of these similarities and differences in languages and their guidelines for development will aid the instructor in defining reading comprehension and decoding problems.

Students from Asian Language Communities

Students who have entered the United States in recent years from Hong Kong, Japan, Korea, and the Philippines usually need to learn to speak English before they learn to read it. It is important for the teacher not to become overly confident when these students are able to read orally what may sound like adequate English. The teacher must always make sure that the students comprehend and understand the meanings being relayed in the written material.

Although these students may do well in non-English-speaking tasks like arithmetic, science, and art projects, they should be encouraged through a variety of language activities to become continually more effective in oral English.

For those Americans who have gone to school in one of the Asian countries, the adjustment to a very different writing system is involved. Books written in Asian languages open from right to left instead of left to right as they do in English. English is read from left to right across the page, while many Oriental languages are read from top to bottom starting at the right side of the page.

Chinese American Communities
Some specific linguistic aspects that may be confusing to the Chinese learner of English include:

1. The verb has only one form. Unlike English, it is not conjugated to indicate tense. Tenses are indicated by means of auxiliaries placed before or after the stable verb form.

2. Nouns are not inflected to indicate plural forms. Plurality is indicated by auxiliaries in the form of specific or general number indicators placed before a noun:
three book *many* boy

3. The Chinese article *a* is very specific and complex. It is used as a unit of measure, rather than a general article:
a book *a* coat

4. Word order cannot be manipulated to change meaning as in English. In the Chinese equivalent of the following statement it is impossible to re-position "is" to convert it to a question:
She *is* a nurse. *Is* she a nurse?

5. There is a tendency for Chinese speakers to drop, glottalize, or add a vowel sound to English endings in the following consonants:
t, d, s, l, p, b, k, f, g, r, and *v.*

6. There is distinction between *n* and *l* in spoken Chinese, but some speakers, especially the Cantonese, use them interchangeably. The *l-n* difference is particularly distinct in Mandarin.

Japanese and Korean American Communities Aspects of the Japanese and Korean languages which are different from the English language structure include:

1. The Japanese and Korean languages both share the Chinese writing system. Yet the Korean language uses a supplementary alphabetic system while the Japanese uses a syllabic one.

2. Unlike English, which uses a combination of function words (articles and auxiliary verbs) as well as word endings to show grammatical distinctions, Korean and Japanese use only function words or function particles that follow the content words.

3. Words, such as *there* and *it* as in *It is raining* or *There are many languages* do not exist.

4. The Japanese and Korean vowel systems make no distinction between words, such as *bit*, *bite*, *bet*, and *bait*.

5. When words or syllables terminate in certain consonant sounds, there is a tendency to insert a vowel sound, such as *striku* for *strike*, *collegi* for *college*, and *churchi* for *church*.

6. There is no schwa sound in Japanese or Korean.

7. Some consonant sounds that are not distinguished include /v/, /b/, /l/, /r/.

Students from Black American Communities

There is no single dialect spoken by Black Americans. The dialects of many Black Americans are very similar to the speech patterns of white members of their geographic region. The attitude of teachers and the manner in which they react to the student with a dialect different from their own may be a significant factor in the development of the student's self-image and consequent success in reading.

Students living in a community in which a variant American dialect is spoken have often been exposed to a large range of speech patterns. They have available to them the language of television, radio, records, storekeepers, and teachers, as well as members of the community who represent different geographic regions and different economic backgrounds. Students, therefore, are usually able to understand a variety of dialects including the dominant English dialect, even though they may not be able to produce the dialects themselves.

Black speakers use a variety of speech patterns that have many features in common. Because of these similarities, these patterns are often referred to as Black dialects to indicate the difference between them and the dominant English form. Students may use their ability to shift dialects when they read aloud by reading material written in a dominant English speech pattern as though it were written in a Black dialect.

Areas of greatest difference between Black English dialects and dominant English dialects include:

1. *It* will often be used for *there* in situations, such as, *It's a book on the table*, for *There's a book on the table*.

2. The verb "*to be*" will tend to be absent in situations where a contraction may be placed in standard English. This is especially true of present tense, such as, *I here* and *We going*.

3. More than a single negative form is acceptable in Black English vernacular, such as, *I don't take no stuff from nobody*.

4. When two or more consonant sounds appear at the ends of words in standard English, they tend to be reduced in Black English vernacular, such as /tes/for *test* and /des/ for *desk*. The reduction of consonant clusters affects words that end with s as in plurals, third person singular forms, and possessives, such as, *its* and *father's*. It also affects past-tense verbs ending in *ed*.

5. Words in which a medial or final *th* appears often change pronunciation in Black English dialect (e.g., *wit* or *wif* for *with* and *muver* for *mother*).

6. There are words in which /r/ and /l/ appear in medial or final positions in standard English. These sounds are often absent in Black English dialect.

7. Labels and concepts different from the dominant English dialect are generated from a variety of different experiences, such as in using *bad* to mean *good*.

Students from Spanish Language Communities

Spanish-speaking students may live in communities where there is a wide range of language proficiencies, from monolingualism in either Spanish or English to varying degrees of bilingualism. This proficiency may vary from understanding (aural) through speaking (oral) to reading and writing (literate) command of the first and/or second language. Some people may speak a dialect of American English or "Spanglish."

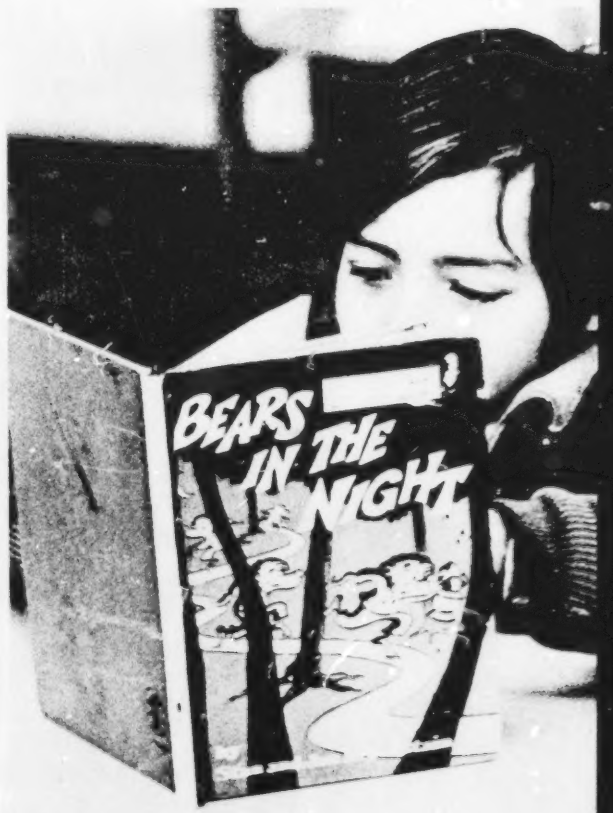
If the student's dominant language is English, the teacher should supply reading materials in English within the language and experience of the student. For some Spanish speakers who live in a home and community in which Spanish is the dominant language, a bilingual-bicultural-biliterate program in which reading is first learned in Spanish may be desirable.

When two languages, such as Spanish and English, have similar writing systems, the teacher must be careful with the student literate in Spanish, for the student may be able to read English aloud with little or no comprehension.

Some English sounds are not in the Spanish sound system and vice versa. Auditory discrimination of new sounds that are too similar may not take place initially. Intensive aural-oral practice is essential to establish the speech habits of the target language.

Some aspects of Spanish which may influence the Spanish-speaking learner of English include:

1. Strong carry-over interference from the Spanish /ch/ to the English /sh/ is a common problem. When /sh/ is introduced because of its close proxi-



mity in sound, the student may appear to say *share* for *chair* and *shoes* for *choose*.

2. In Spanish, /b/ and /v/ behave exactly alike phonetically. *EACH* has two sounds. The use of one sound or the other is governed by surrounding sound, such as:

a. Sound One is made with buzzing of both lips. Example: El*l*a *b*oto la cajo. Ella *v*oto ayer. /b/ or /v/ surrounded by vowel sounds must be buzzed.

b. Sound Two is /b/ as in *b*oy. Example: El *b*ote se cayo. El *v*aso se cayo. Both sound like the *b* in boy. The /b/ or /v/ beginning an utterance or not surrounded by vowel sounds are pronounced as the /b/ in *b*oy.

3. Spanish uses one word for *it is* (es) and another for *there are* and *there is* (hay). Examples: It is a nice day. (*Es* un dia agradable.) *There are* many children at school. (*Hay* muchos ninos en la escuela.) There *is* a teacher in the classroom. (*Hay* un profesor en la clase.)

4. In Spanish, articles are placed in some positions where English may not require them: Veo *al* Doctor Brown. (I see *the* Dr. Brown.) Asi es *la* vida. (That's *the* life.)

5. In Spanish the adjective usually follows the noun and must agree with it in gender and number: Yo tengo zapat*os* blanc*os*. (I have shoes whites.)

6. There are five vowels in Spanish with the following corresponding sounds in English:

a as in father	*o* as in over
e as in step	*u* as in *oo*ze
i as in machine	

Short vowel sounds *a*, *i*, *o*, *u*, are not used.

7. Adverbs usually immediately follow the verb rather than the direct objects.

8. Consonant sounds, *v*, *b*, *d*, *t*, *g*, *h*, *j*, *l*, *r*, *w*, *v*, and *z*, are not the same in Spanish as in English. Knowledge of the point of articulation for the production of these sounds is necessary to make the child aware of the differences.

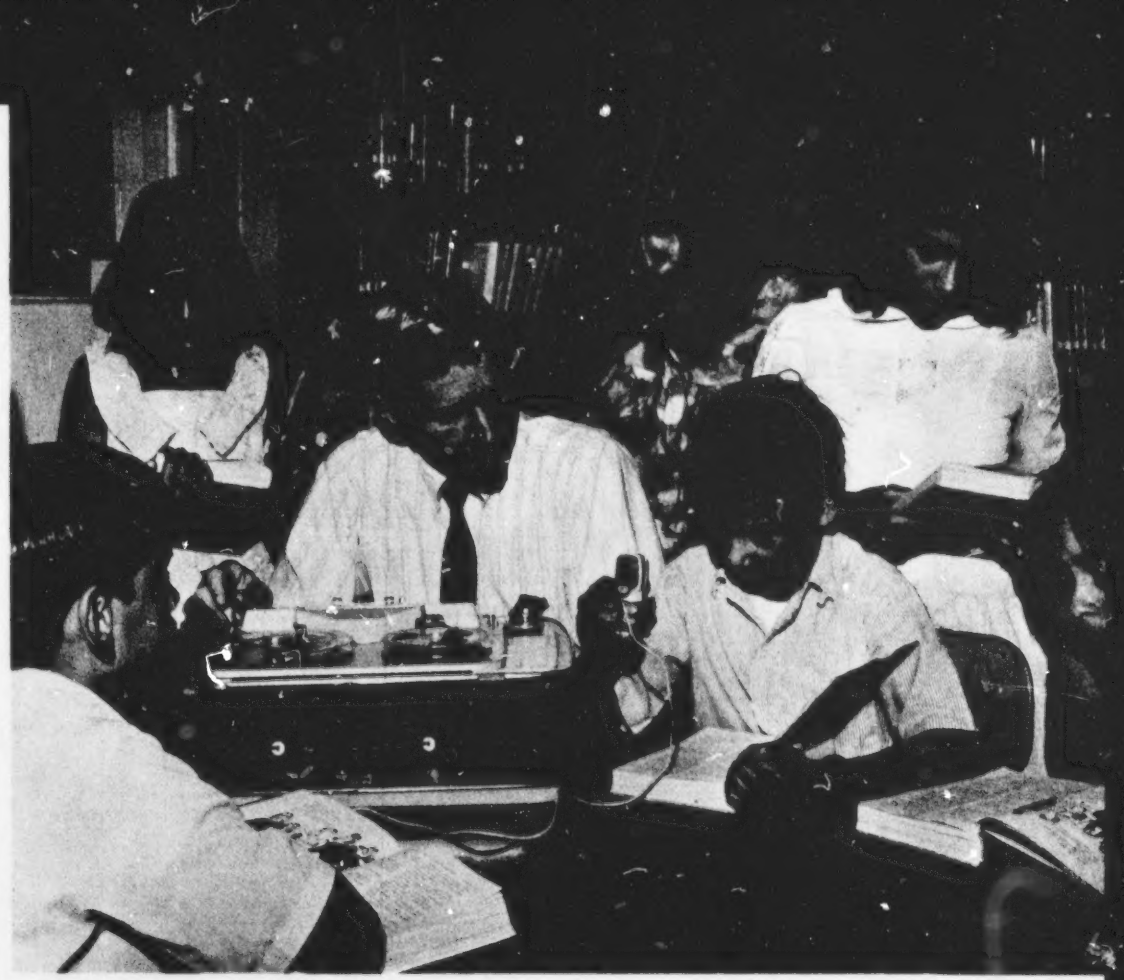
9. Beginning and Ending Sounds

a. Spanish words do not begin with the following consonant clusters: *sp*eak, *st*ay, *sc*are, *sch*ool, *str*eet, *spr*ing, *scr*atch, *sph*ere, *sl*ow, *sm*all, *sn*ail, *sv*elte.
Spanish speakers will add an initial vowel sound *e* for example: *e*speak, estreet

b. Spanish words can end in any of the five vowels or the following consonants:

l as in pape*l*	j as in relo*j*
d as in verda*d*	y as in esto*y*
r as in seno*r*	n as in so*n*
z as in nari*z*	
s as in casa*s*	

c. Spanish speakers have difficulty



with ending sounds, such as: *m, p, k, c, b, d, f, g, j, l, t, v, x* (voiced z) in addition to the 371 consonant cluster endings used in English.

10. Intonation: Stress and Pitch

Some factors of intonation, such as stress and pitch may cause problems in communication.

Stress — Spanish words are stressed as follows:

stress on the last syllable: papel, viviras, television, ciudad

Stress on the next to last syllable: casa, madera, claro

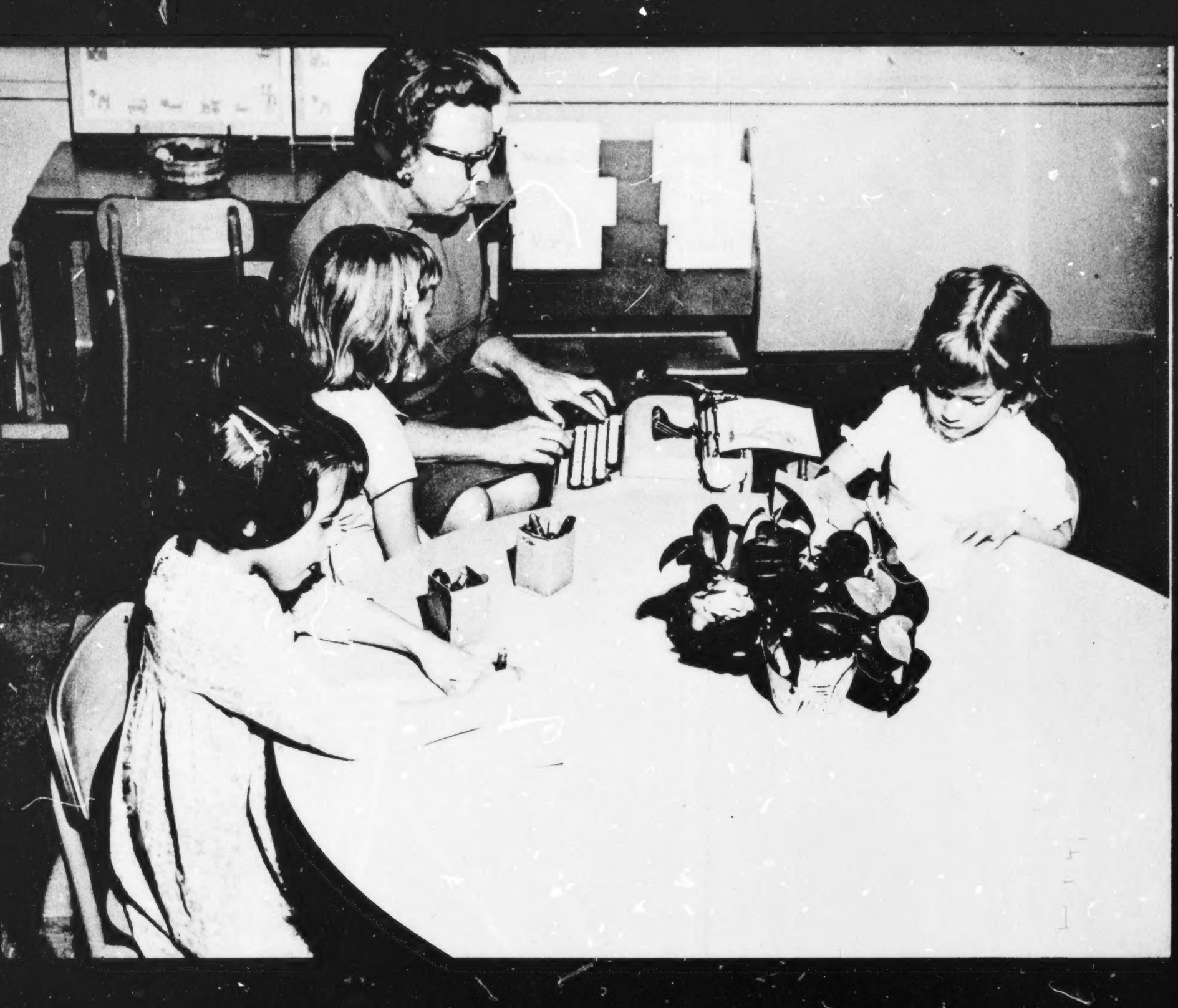
Stress on the third to last syllable: jovenes, angeles, telefono

Stress on the fourth to last syllable: llevatelos, mandaselo, cometelos

The majority of Spanish words are stressed on the last (group A words) and the next to last syllable (group B words). In contrast, English words are usually stressed on the first or second syllable: *con*stant (Sp. con-sta*nte*), *tele*phone (Sp. t*ele*fono). In English, long words may have 2 or even 3 stresses while Spanish only uses one stress, except for the adverbs in *mente:* facilmente, rapidamente.

11. Spelling Differences

Although there are many Latin origin words that are common to Spanish and English, there are some interferences between both spelling systems. Teachers should help the students with transfer of cognate vocabulary. Spanish spelling does not use the following doubled or combination of consonants: *bb, dd, ff, gg, mm, pp, ss, tt, zz, th, gh, ph, sh, hn.*



PART 2 *PROGRAM PLANNING AND DEVELOPMENT*

Approaches to Reading Instruction

Since program planning is a key to student success in reaching objectives in reading, teachers should be aware of the approaches, materials, and patterns of classroom organization through which reading instruction can be implemented.

A successful approach to teaching reading is usually based on the interrelationships among the following four elements:

- Student Assessment
  What are the strengths upon which the program can be built, and what are the areas in which instruction is needed?
- Instructional Materials
  What materials are most related to the interests and learning modalities of the students and are most useful in applying the instructional techniques selected?
- Organizational Patterns
  Based on the results of student assessment and the selection of methods and materials, what school and classroom organizational plans will create the environment conducive to progress in reading achievement?
- Instructional Techniques
  What methods are most efficient in meeting diagnosed learning needs and best match the learning modalities of the students?

There are many valid approaches to reading instruction. No one approach and no single set of materials can be identified as equally appropriate for all students. In selecting the most applicable approach for a particular group of students, the teacher must be very familiar with their needs, as well as having a good background of knowledge relating to the approaches available. A brief review of each of six approaches has been included here.

Basal Reader Approaches

- Using a set of reading textbooks, organized in progressive levels of difficulty and often accompanied with workbook materials, students are provided a sequential program in mastering word identification and comprehension skills. The teaching of these skills is usually presented in detail in a teacher's manual. The relative emphasis placed on word identification and comprehension in the beginning of the program varies from one series to another. Different series also vary greatly in their method of teaching word identification skills. Some basal readers also place considerable emphasis on applying basic reading skills in literature and in the other content areas.

Individualized Reading Approaches

- A wide variety of reading materials of all types is available in the classroom. Through individual student-teacher conferences for diagnosis, skill instruction, and program planning, students are guided in their self-selection of materials and in their independent work activities. Record keeping by students and teachers as well as flexible grouping for skill development are also features of this approach.

Language Experience Approaches

- Students dictate or write their own material for the reading program. Through this use of their personal language, students discover that what is thought can be spoken, what is spoken can be written, and what is written can be read. Using as a base student-created materials, often compiled into individual or group booklets, teachers provide instruction in word identification and comprehension skills. Through this process, students

advance into reading other types of printed materials.

Literature Approaches

- A wide variety of literary materials is used to capture student interest in reading. In the early years of school, folk tales, nursery rhymes, other repetitive-type stories, fables, and stories representing other genres may be read or told so that students begin to connect the familiar spoken sentences and words with the printed symbols representing that language. Oral presentation of good literature should continue throughout a student's school years.

  Students may be encouraged to use literature selections as models for their dictated stories or for stories they write themselves. These modeled stories can be made into booklets just as are language experience stories. The booklets can be the basis for children's further reading and sharing. This type of experience can be enjoyable and beneficial for the beginning reader as well as the mature reader. The major difference lies in the degree of sophistication of the stories the learner writes and reads.

Phonics Approaches

- Phonics is clearly an essential component of all approaches. These approaches center on the mastery of sound-symbol relationships.

  These approaches may vary in the rate and sequence of introduction of letters and patterns of letters and sounds they represent, in the degree to which vocabulary is developed, and in the emphasis on various methods used to master sound-symbol relationships, such as analytic or synthetic and oral-aural or kinesthetic experiences. Application of phonetic skills in identifying words and in reading words in context is a necessary part of all phonics approaches.

Theme Approaches

- An area of interest is central to the theme approach in reading. Many avenues of learning are utilized to provide knowledge for the theme under study. All of the following can serve as resources: graded reading textbooks, texts from content fields, library books, observation, experimentation, audio-visual material, resource persons, and field trips. With access to all of these, students of varying abilities are equipped to discuss and participate in program activities.

Linguistic Approaches

- The linguistic approaches to the teaching of reading stress the importance of learning consistent phoneme (sound) and grapheme (letter) relationships. Words that children already know through their language

are presented in regularly arranged spelling patterns and repetitive sentences. Although linguistically based programs differ in certain respects, the students usually learn the alphabet and the consonant and vowel combinations that have regular symbol-sound correspondence. The learning of the irregular sound values is postponed until the child has mastery of the consistent combinations. Materials reflect this criterion for word selection based on linguistic regularities.

Some linguists have developed programs that stress the importance of children's learning the sentence rather than the word as the meaningful unit, with particular emphasis upon proper intonation patterns in order to convey meaning.

The organization for instruction in the classroom takes a variety of forms depending upon the particular purpose:

- Small group
- Large group
- Individual

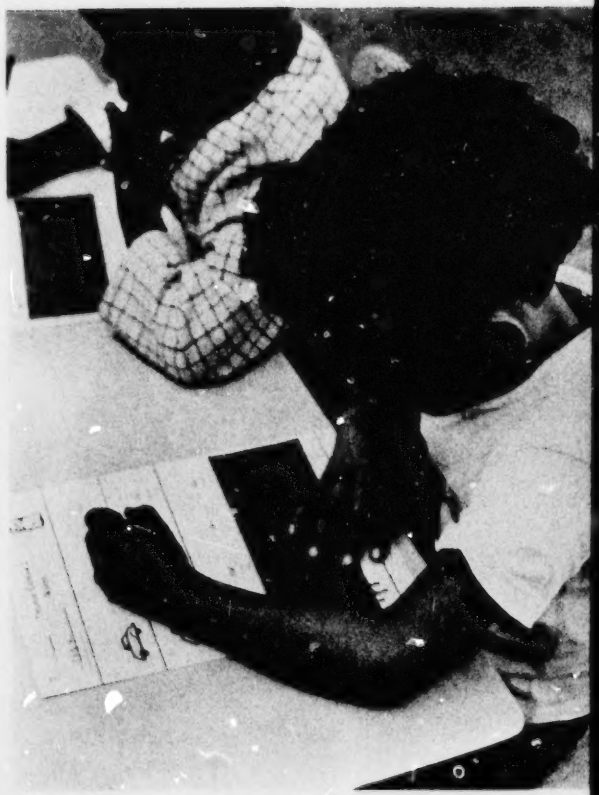
STUDENT ASSESSMENT

A successful reading program includes elements that aid in determining the needs and interests of students. This is done through group and/or individual diagnosis and prescription. As the strengths and weaknesses of students are determined, the teacher selects the approach or approaches and the instructional materials needed to strengthen the learnings and alleviate the weaknesses.

Needs Assessment involves informal and formal, standard and nonstandardized diagnosis and evaluation. This process includes an appraisal of the student's experiental background, his language competencies, specific reading abilities, attitudes, interests, and motor-sensory abilities.

The Informal Reading Inventory serves as a means of providing passages for the student to read orally and silently. As the student reads orally and progresses through the levels of difficulty of the passages, the teacher is able to determine the level at which the child reads successfully and the point at which his oral reading and discussion of content read silently indicate areas of difficulty. The inventory aids in both diagnosis and prescription.

The Reading Miscue Inventory is used to analyze a student's oral reading ability. A miscue occurs each time there is a difference between what the reader thinks is printed on the page and what is actually there. It is not the number of miscues that is important, but rather the quality and variety of the



miscues. These factors are determined by the effect of each miscue on meaning and by the degree to which language background and concept development caused the miscue.

Diagnosis and Prescription are the means by which the teacher learns about the needs of the student, and, by synthesizing and interpreting the information, is able to determine the materials needed and the most effective way to help.

INSTRUCTIONAL MATERIALS

Effective reading instruction requires a wide variety of instructional materials to meet the needs of students who have highly diverse cultural backgrounds, language patterns, and learning styles. In addition to textbooks, these materials should include trade books, periodicals, learning games, films, filmstrips, slides, tape recordings, charts, study prints, manipulative materials, models, and realia. Many systems can be compiled from a variety of materials selected for a particular purpose. Teacher-produced and student-produced materials also provide a valuable resource.

Factors to be considered when selecting materials include:

- the relationship of the materials to the school district's curricular objectives in reading.
- provision for continuous progress-learning experiences through all levels of instruction.
- a variety of materials to meet differences in student learning modalities, interests, achievement and maturity levels, and cultural and linguistic backgrounds.
- the fidelity of the materials to the reading process including the recognition of the oral base of language, the relationship of comprehension to listening, speaking, reading, and writing, the importance of experiences, the contributions of linguistic science to language mastery, and the development of reading abilities together with their application in the various content areas of the curriculum.
- the quality of the materials, including writing style, organization, and physical attractiveness and durability.
- the usefulness and soundness and comprehensiveness of teacher guide materials.

ORGANIZATIONAL PATTERNS

There are many patterns for organizing students in the reading program designed to meet the instructional needs of the student and to provide efficient use of student and teacher time. Each student should be involved

in productive activity, successfully working on material of value to the individual. Teachers should be able to offer instruction to all those and only to those students who can profit from it. Space and time are the variables used in organizing students within the total school or grade and within the individual classroom.

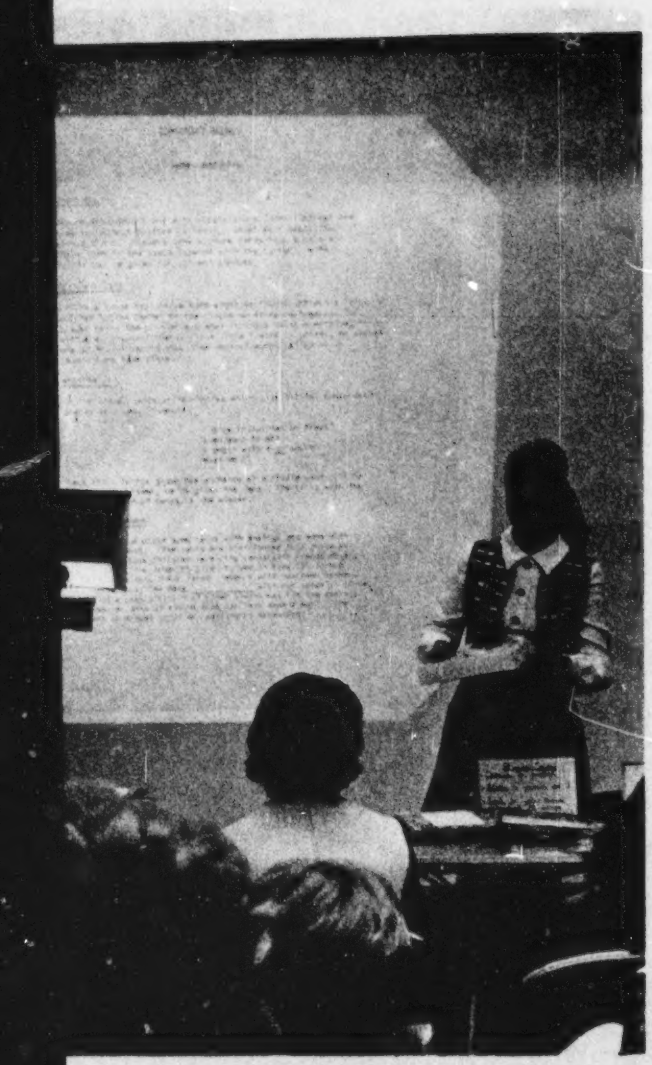
In organizing the *total school population,* the following plans illustrate several options often used in combination:

- **Cooperative or Team Teaching** — two or more teachers plan and teach cooperatively, sharing responsibility for the students assigned to them.
- **Departmentalized Grouping** — selected teachers are responsible for reading instruction for all students within a school or grade level.
- **Differentiated Staffing** — professionals and paraprofessionals assume different roles (such as master teacher, resource teacher, reading specialist teacher, librarian, teacher aide, or student tutor) in the reading instructional program, depending on their training and experience.
- **Multi-grades** — classes are organized with children of different ages who progress from one reading level to the next as defined achievement is attained.
- **Self-Contained Classroom** — teachers are responsible for instruction in all subject areas for the students assigned to them.
- **Specially Designated Groups** — students are grouped (or regrouped for reading instruction) on the basis of achievement level and expected rate of progress.

When organizing *students within a classroom,* the following plans illustrate several options often used in combination, each during a portion of the school day:

- **Individualized Instruction** — provides for an optimum learning environment for each student in the light of each student's uniqueness. It sets out to meet each student's educational needs in terms of (a) his styles of learning; (b) his rate of learning; (c) his values and interests; and (d) his background of experiences. The teacher continually assesses the child's strengths and weaknesses and uses strategies and materials to provide for skill development and reinforcement.

  Individualized instruction takes advantage of the learner's unique talents and employs them productively as an integral component of the learning environment.
- **Learning Station Instruction** — provides for individuals or small groups of students in centers (in or



outside of the classroom) designed for special interests, subjects, or purposes.

- **Small Group Instruction** — provides for grouping of students for instruction on the basis of needs or interests.
- **Team Learning** — provides for two or more students working together on a common activity.
- **Whole Class Instruction** — provides for all students in a class to be simultaneously involved in the same activity.

INSTRUCTIONAL TECHNIQUES

The student, whether age four or eighteen, enters the classroom with some knowledge about language and certain abilities to communicate through language. Any approach used must provide opportunities to extend that knowledge and those abilities which enable the student to become more and more successful in the act of reading increasingly complex and diverse materials.

Although it would have been possible in the FRAMEWORK IN READING to have discussed each basic linguistic ability individually, it is not desirable to emphasize any one of these abilities while ignoring the others, even for a moment. The basic linguistic abilities essential to the reading process do not act separately, but integrally as the student needs them. When instruction isolates one element from another to any significant extent, the whole process suffers. Thus, it is that even though each of the following abilities may receive specific emphasis sometime during the period of learning to read, ultimately the student becomes skilled in combining the use of all of them.

- Word Identification
- Sound-Symbol Relationships
- Structural Analysis
- Context Clues
- Comprehension

READING IN CONTENT AREAS

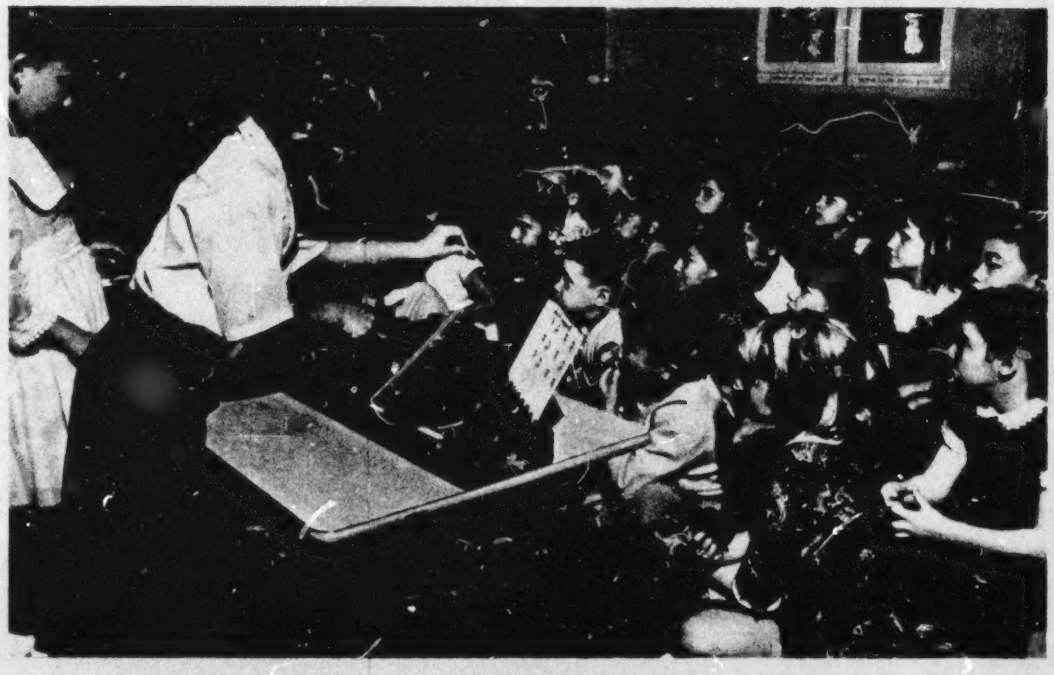
To read well in any field of learning is to communicate well in that field of learning. Each subject has a separate vocabulary, a separate manner of statement, a separate structure. No one can learn to read effectively in any field except within the substance of that content area. Young people master the skills of reading in each of the subject areas only as they learn to manage the concepts, ideas, attitudes, skills, and appreciations native to the particular area of study.

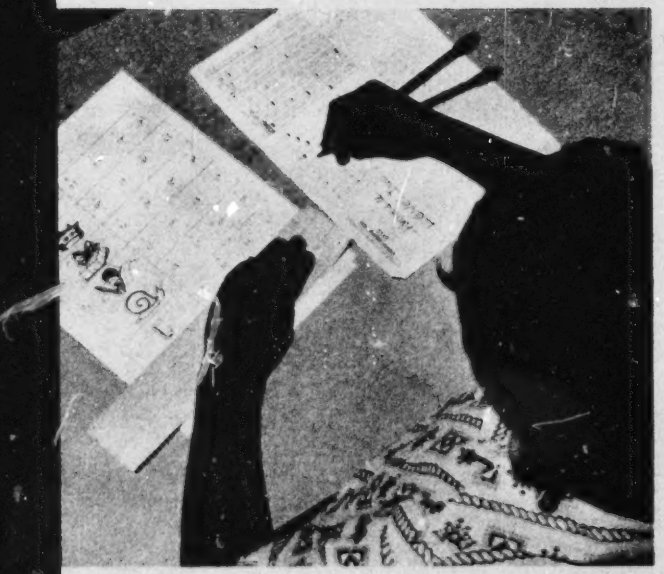
The fields of learning employ two principle modes: the literary and the expository. The literary mode involves the uses of language in terms of con-

notative properties of words and sentences. These properties function in fiction, drama, poetry, biography, and the rest of literature. The emphases are on tone and sound, on emotion and empathetic response.

The expository mode is governed by logic. The attitude toward words is denotational. The properties function in most fields outside the fine arts. The emphases are on freedom of ambiguity, on reasoned and dispassionate response. In this mode the key question becomes: What are the ways in which this field handles its ideas?

In each of the content areas there is a unique way of thinking about the material presented, different skills to be employed, and different ways in which to read.





EVALUATION

Evaluation of student progress is done for one purpose only, that is to serve the student. In order to determine student growth evaluation, techniques must be identified and used to measure the outcomes of the instruction provided. When selecting an instrument for use in measuring reading growth, consideration must be given to the language problems and performance of the students speaking variant dialects. Some factors influencing the measurement of reading success include

- failure to understand the tasks required in tests
- unfamiliarity with labels and concepts not included in the student's past experiences
- difficulty in following oral directions presented in a language differing from the student's native language or dialect
- little understanding of such test-taking skills as elimination of obvious distractors

Unless an evaluation instrument measures accurately what the student is capable of performing, it will not provide a valid assessment of reading achievement; and unless the test measures the stated instructional objectives, it will not provide a valid assessment of the reading program.

Although informal assessment and diagnostic procedures are essential in the planning of reading instructional programs, more formal types of measurement are required at times for product evaluation.

Norm-referenced reading tests are used when the purpose of evaluation is to compare the achievement of students in one program, class, school, district, or state with another group of students. The results of such achievement tests are usually reported in percentiles or grade level equivalent scores. These may include standardized tests.

Criterion-referenced measures are used to assess whether or not students can perform certain specified reading tasks and are used in measuring short-range achievement. These measures have entered the educational scene more recently.

Although both types of measures have contributions to make in reading evaluation, they both have limitations in their use and interpretation.

PART 3 *DEVELOPMENT OF STAFF*

Personnel

In order for reading instruction to be successful, all those involved in the program — teachers, librarians, consultants, school administrators, students and their parents, paraprofessionals, volunteers — must work harmoniously as a team, each fulfilling a special role. The relationships are professional ones and should be based upon mutual respect, confidence, and appreciation. The major aim must always be the provision of the best reading instructional program possible for each student in the school community.

The Classroom Teacher
Classroom teachers are a key to success in the reading instructional program. They must have an understanding of the students' needs and abilities, as well as a thorough knowledge of the reading process. They must keep abreast of new materials, methods, and techniques.

The Reading Specialist Teacher
The reading specialist teacher is one who has specialized in the field of reading and possesses certification as a Specialist Teacher in Reading. Such expertise places this teacher in a unique role in the total reading program in the school.

The School Librarian
The school librarians support, implement, and extend classroom instruction by serving as resources and consultants to students and teachers through the instructional media center. They help evaluate and select materials that will satisfy the curricular and recreational needs of school personnel.

The Paraprofessional, Volunteer, and Tutor
The paraprofessional responsibilities range from routine duties that may be clerical, housekeeping, and repetitive in nature, to working directly with students as individuals or in groups in a variety of reading-related activities under the guidance of the teacher.

The School Administrator and the Reading Consultant
The superintendent, principal, and members of the central office staff have a direct responsibility to provide leadership. They aid the classroom teachers to achieve mutually agreed goals by providing the environmental resources and professional support basic to successful instruction.

The Parent
Parents can provide support for the students' reading program in many ways. Successful parent-teacher-student relationships occur when parents and teachers work together to establish avenues of communication based upon trust, mutual respect, and understanding.

PRESERVICE PREPARATION OF TEACHERS

Preservice educational experiences in reading require careful planning. These experiences should begin early by providing future teachers in their college freshman and sophomore years direct contact with children.

Professional preparation should include college course work in

- Language Learning and Related Psychological Factors
- Linguistic Implications for Reading Instruction
- Literature and the Reading Program
- Methodology of Reading Instruction

CONTINUING EDUCATION OF TEACHERS AND SCHOOL ADMINISTRATORS

Effective instruction depends upon the classroom teacher. Finding the "magic" text is not nearly as important as preparing the "master" teacher. The continuing education of teachers and principals through inservice training is vital to successful reading instruction and should continue throughout the professional career of the individual.

CHECKLIST OF SKILLS FOR THE TEACHER

What kinds of skills do I need to know about?

Decoding Skills
- Phonetic analysis ☐
- Structural analysis ☐
- Contextual clues ☐

Comprehension Skills
- Literal ☐
- Inferential ☐
- Interpretive ☐
- Critical ☐

Vocabulary Development
- Semantics ☐

Study Skills
- Content areas ☐
- Reference skills ☐

Assessment Techniques
- Diagnostic ☐
- Evaluative ☐
  - formal ☐
  - informal ☐
- Standardized ☐
- Non-standardized ☐

Cognitive Skills
- Knowledge ☐
- Comprehension ☐
- Appreciation ☐
- Analysis ☐
- Synthesis ☐
- Evaluation ☐

Affective Skills
- Receiving ☐
- Responding ☐
- Valuing ☐
- Organization ☐
- Characterization ☐

Psychomotor Skills
- Reflex Movements ☐
- Basic Fundamental Movements ☐
- Perceptual Abilities ☐
- Physical Abilities ☐
- Skilled Movements ☐
- Non-Discursive Communication ☐

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